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| **Zone of Proximal Development Rubric (30 points possible)** | | | | |
| Component/Score | Unacceptable  (0-3.75) | Acceptable  (4.0-4.5) | Target  (4.75-5) |  |
| Define and explain the relationship among the terms **social constructivism**, **zone of proximal development**, and **scaffolding.** | Definition & explanation among the relationships are mostly incorrect and/or not clearly stated. OR, definitions come from the textbook or other source. Definitions & explanations indicate the concepts are not understood. | Definition & explanation among the relationships are mostly correct and/or somewhat clearly stated. Definitions & explanations indicate the concepts might not be fully understood. | Definition & explanation among the relationships are correct and clearly stated. Definitions appear to be self-generated and evidence deep understanding of the concepts. | X 1/2 |
| Explanation of the impact of student diversity on social constructivism, ZPD, and scaffolding in the classroom | Explanation given for each term regarding implementation in the classroom is incorrect, weak, or not present. Explanation exhibits weakness or major errors, suggesting a lack of understanding of the connection between the terms and student diversity. | A mostly correct explanation is given for each term regarding implementation in the classroom. Real or hypothetical examples may be provided. Explanation may exhibit some weakness or minor errors, but is generally acceptable. | A clear, correct explanation is given for each term regarding implementation in the classroom. Real or hypothetical examples may be provided. Explanation evidences a strong understanding of the connection between the terms and student diversity. | X 1/2 |
| Describe your observation and provide examples of each aspect of the model that was present. Include information about grade, subject, and lesson objectives. | Information about the grade, subject, & lesson objectives is not included. AND/OR, Observation is described based on fewer than 3 components; examples of fewer than 3 components are given. AND/OR, Examples are completely inaccurate. | Information about the grade, subject, & lesson objectives is not included. AND/OR, Observation is described based on 3 components; examples of 3 components are given. AND/OR, examples are only somewhat accurate in describing the components. | Information about the grade, subject, & lesson objectives is included. Observation is described based on all 4 components; examples of all 4 components are given. Examples are all accurate in describing the component. | x2 |
| Critical reflection of the lesson. | Discussion lacks critical analysis. Student minimally discusses the effectiveness of the methods and provides little or no evidence to support that belief. Alternate possibilities suggested need refinement or are not presented. | Critical analysis of the lesson is present. Student discusses the effectiveness of the methods & provides some evidence to support that belief, but the discussion lacks depth of analysis and/or evidence. Alternate possibilities suggested need refinement. | Critical analysis of the lesson is thorough. Student expertly discusses the effectiveness of the methods, provides evidence to support that belief, & offers alternate possibilities when necessary. | x2 |
| Assignment layout & organization | Writing is less than two full pages AND/OR lacks organization AND/OR has persistent spelling & grammatical errors. | Writing is a minimum of two full pages, typed, double spaced. Writing is somewhat organized and/or some spelling & grammatical errors exist. | Writing is a minimum of two full pages, typed, double spaced. Writing is well organized and free from spelling & grammatical errors. | x 1/2 |
| Contact Information | Contact information is missing. Web link not provided for videos. | Some contact information is missing or incorrect. Web link provided for videos. | Teacher name and contact information are present. Web link provided for videos. | x 1/2 |
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